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ABSTRACT

The discussion of bilingualism and bilingual education focuses on three common concerns: (1) whether children will suffer if they become bilingual; (2) whether they will suffer from education using two languages; and (3) whether bilingualism and bilingual education are more successful when chosen or when imposed on a population. The three questions are examined from educational and psychological perspectives. The first is addressed in a review of research on intelligence and cognitive processes. Studies of bilingual education in Ireland, Scotland, England, Wales, Canada, and the United States are referred to in relation to the second concern. Theory and research on the interrelationship of bilingualism with attitudes and motivation are then explored. The final chapter reviews a number of theories in these diverse areas, concluding that no single theory or approach reflects a universal perspective. Contains 14 pages of references and indexes. (MSE)

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